

SPECIAL EDUCATIONAL NEEDS POLICY

INTRODUCTION

Our school mission statement is 'Learning for Life' and this is displayed prominently around school, on our website and on the school uniform.

We strive to ensure that the children are happy confident learners who are able to express their needs, likes and dislikes, work with others, have a secure sense of belonging and a strong sense of self identity.

We are committed to providing all children with an outstanding start to their educational journey and there is a high priority given to the teaching and learning of reading, writing, maths, science and the wider curriculum - foundations for future learning and ultimately skills, essential in adult life.

In September 2014 the government introduced a new Special Educational Needs Code of Practice. The Code of Practice 'Special Educational Needs and Disabilities' (SEND) is statutory guidance. It is for all organisations who work with and support children and young people, up to the age of 25, with special educational needs and disabilities.

At Crosshall Infant School Academy Trust we fully support the new Code of Practice.

CONTACT INFORMATION

Headteacher: Mrs Rebecca Sawford

Special Educational Needs Co-Ordinator: Mrs Karen Hurrell

Inclusion Manager: Mrs Louise Ormston

Special Educational Needs Governor: Mrs Stephanie Kemp

Special Educational Needs Administrator: Mrs Vanessa Parker

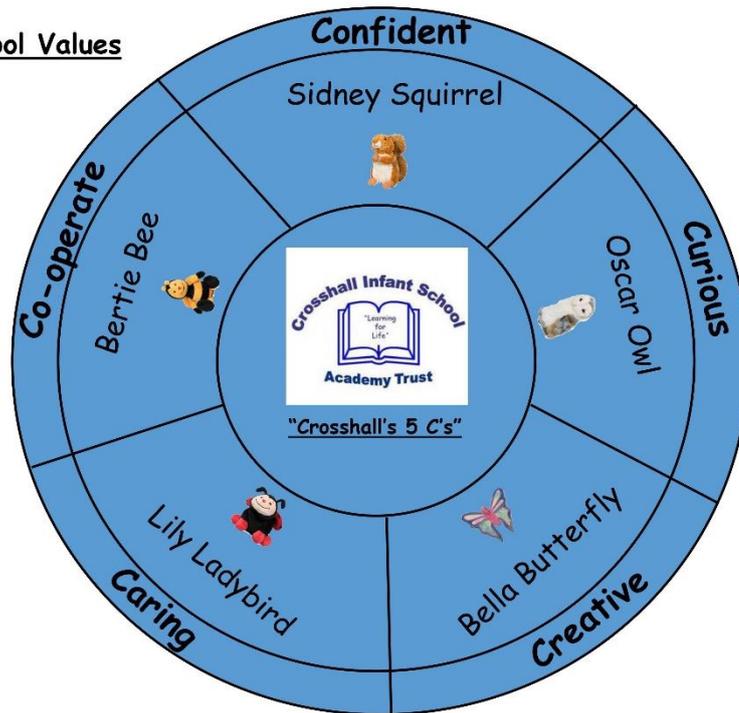
Contact with the above can be made through school -

Telephone: (01480) 475980

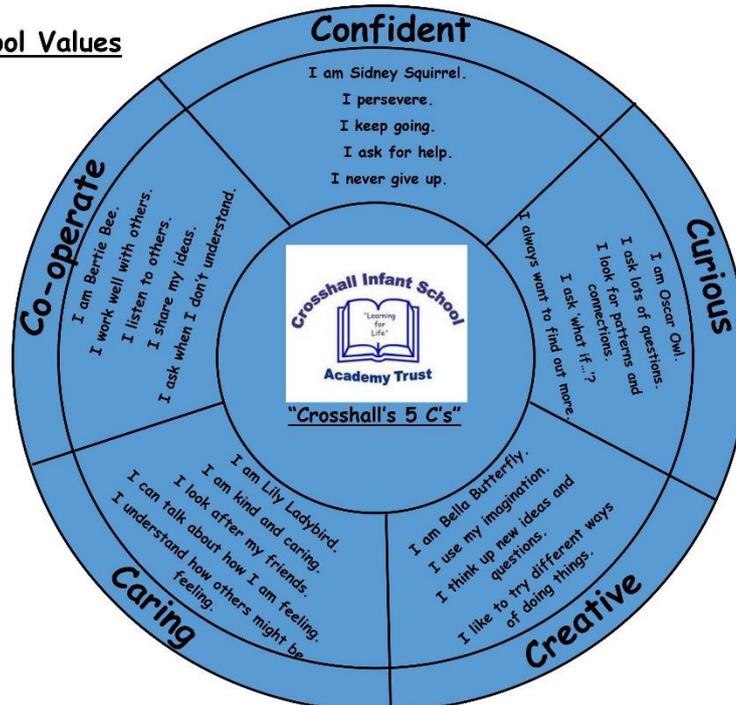
Email: info@crosshallinfant.co.uk

OUR SCHOOL MISSION STATEMENT AND AIMS

Our School Values



Our School Values



All teachers are responsible and accountable for the progress and development of the children in their class, including where children work with teaching assistants or specialist staff.

1. Aims

Our SEN policy and information report aims to:

- Set out how our school supports and makes provision for children with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We have high expectations and aspirations for all children, regardless of their needs or disabilities. Teaching at Crosshall Infant School Academy Trust is of a high quality to ensure that all children make the best possible progress. All children are provided with high quality teaching within their classes. As part of our practice some children receive targeted support within their classrooms and this might be long or short term.

A high emphasis is placed on developing children's social and emotional development. All staff seek to improve children's social and emotional development across the curriculum, offering additional support to any children who require this. This may be in the form of specific one to one support or within a group focusing on a particular area, such as social skills. Time is always given to children to talk to adults, as needed, in a variety of situations.

We continually strive to ensure that all children who have a special educational need or disability receive the best possible support to enable them to achieve their potential. Our policy has been revised following the publication of the 2014 Code of Practice, building on our recognised outstanding provision.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association.

3. Definitions

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Code of Practice defines Special Educational Needs (SEN) as: -

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

At Crosshall Infant School Academy Trust we recognise that all children are individuals and have differing needs. We aim to develop the full potential of all children in an exciting learning environment. We acknowledge that some children will need more support than others in different areas of learning at some point in their education.

At Crosshall Infant School Academy Trust we believe in identifying any difficulties as early as possible, ensuring that support is provided. Some difficulties may be long term but often these difficulties may be short term or temporary. Children are identified when they have significant difficulties in learning but also when they have difficulties in learning over a period of time.

Alternatively, children may be identified if they have difficulties, which mean they are working at a level that is below average compared to other children in their year group.

By identifying difficulties early and ensuring that appropriate provision is made it ensures that children receive the best possible support with their education that we are able to give.

4. Role and Responsibilities

4.1 The SENCo

The SENCo is Mrs Karen Hurrell.

The SENCo will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCP's.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Alongside the SEN Administrator and Inclusion Manager, be the point of contact for external agencies, including the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all children with SEN up to date.

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this.
- Work with the Headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

- Work with the SENCo and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every child in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each child's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. SEN Information Report

This report complies with the SEND Code of Practice: 0 to 25 years (2014), Section 69(2) of the Children and Families Act 2014 and Regulation 51 and schedule 1 of the Special Needs and Disability Regulations 2014.

5.1 Admission of children with SEN

Priority admission is given to children with an Education Health and Care Plan.

5.2 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate and multiple learning difficulties

(NB Those children with an Education Health and Care Plan that does not name the School will be referred to the Student Assessment and Resources Team to determine an appropriate place.)

5.3 Identifying pupils with SEN and assessing their needs

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

It is initially the class teacher's responsibility to identify and assess a child's specific needs. This may be done in conjunction with staff in the year group team who may work with the child. We liaise closely with parents throughout this process. The school's Inclusion Leader/Special Educational Needs Co-ordinator (SENCo) may also be involved and where necessary, external specialists.

Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to

determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.4 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's record.

Once specific needs have been assessed and a plan of action agreed, parents are involved as much as possible in helping their child progress. Regular meetings, both informal and formal, ensure that parents are involved and know how to support their child at home. A child with special educational needs will be given a Learning Plan which is shared and discussed with parents/carers each term. Parents/carers are able to contribute to this plan by adding their views and comments. They are able to contact the school at any time either by telephone, by email or speaking directly to the child's class teacher to make an appointment.

We will notify parents when it is decided that a pupil will receive SEN support.

5.5 Assessing and reviewing pupils' progress towards outcomes

The class teacher and staff who work with the child will involve the child in all aspects of their learning and ask the child for his/her views. The child is encouraged to talk about what he/she does well and also what is harder and how any difficulties can be helped. All children are made aware of what they need to work on, and how they will be supported, in order for their learning to progress.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or teacher will work with the SENCo to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The child's own views.
- Advice from external support services, if relevant.

The assessments will be reviewed regularly.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

The progress made by a child is closely monitored by the class teacher and staff who work with the child and the school's Inclusion Manager/Special Educational Needs Co-ordinator. Where a child is not making good progress towards Next Steps and targets further support and different strategies are put in place, in discussion with parents.

Information is shared with parents in a variety of ways including; informal discussion, Learning Plan review meetings, meetings involving different professionals, and in a mid-year and an annual report.

5.6 Supporting pupils moving between phases and preparing for adulthood

There are four transitions at Crosshall Infant School Academy Trust namely; Nursery to Reception, Reception to Year 1, Year 1 to Year 2 and Year 2 to Year 3. At all of these phases there is a carefully planned transition programme to ensure that all children's needs are met and staff are aware of individual needs any child may have. This is applied also to children who transfer to or from other pre-school settings or schools.

The Inclusion Manager liaises closely with the SENCo from Crosshall Junior School Academy Trust to ensure smooth transition for children moving to Year 3. All pupils have induction sessions in their new classes/new school.

We will share information with the school, college, or other setting the child is moving to. We will agree with parents and children which information will be shared as part of this.

5.7 Our approach to teaching children with SEN

We have high expectations and aspirations for all children, regardless of their needs or disabilities. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual children.

We will also provide the following interventions:

- Sensory Circuits
- Music Intervention
- Speech and Language Therapy
- Fine/gross motor skill development
- Reading interventions
- Small group support in maths/literacy
- Social skills groups

Sometimes we may feel that it is appropriate to ask for advice from outside professionals to ensure that a child's needs are supported appropriately. Parents will be fully involved in this process.

5.8 Adaptations to the curriculum and learning environment

All children have equality of opportunity regardless of their needs. The curriculum is broad and offers a wide variety of interesting and exciting activities to stimulate all children. All activities are differentiated to ensure that all children can and are encouraged to join in and learn at their level of development. The Headteacher, Senior Leadership Team, Governing Body and Site Manager work together closely to ensure that we are meeting our responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- The site is fully accessible and meets all requirements of the Equalities Act 2010.

5.9 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as Literacy Programmes, Reading Programmes, Reading Recovery, Expanded Rehearsal Technique, Sensory Circuits, sensory wraps and Lego Therapy.

Teaching assistants support pupils on a 1:1 basis when children have been assigned a 1-1 Teaching Assistant through an EHCP. Children with significant learning or behaviour might be assigned a 1-1 TA for specific periods of time.

Teaching assistants support pupils in small groups to deliver pre-teaching/additional teaching in literacy or maths. These sessions are planned and overseen by the class teachers.

We work with the following agencies to provide support for pupils with SEN:

- Specialist Teaching Team.
- Sensory Impairment Service.
- Speech and Language Therapists.
- Occupational Therapists.
- Physiotherapists.
- Educational Psychologists.
- Family Workers.
- Mental Health Practitioners.
- General Practitioners.
- Paediatricians
- IT Service

5.10 Expertise and training of staff

The SENCo has completed the National Award for SENCo Coordination and she is an experienced teacher in both EYFS and Key Stage 1. The SENCo has allocated time to allow the effective management of SEN provision within the

school. The SENCo meets regularly with the Headteacher and SEN Governor to review provision.

All staff have on going professional development in all aspects of the curriculum including training in specific aspects of special needs. The Inclusion Leader/Special Educational Needs Co-ordinator meet regularly with staff and provide updates as necessary. Where it is required, additional support and advice is sought from different specialists and also external agencies.

We work closely with Cambridgeshire SEND services to ensure that staff are trained in up to date practice. All new staff have a full induction programme when joining the school.

We use specialist staff for delivery of:

- Sensory Circuits
- Music Intervention

5.11 Securing equipment and facilities

We work closely with a variety of services to ensure that specialist equipment is sourced, or adaptations made to the environment to allow children with additional needs to access the learning opportunities alongside their peers.

We are currently working with;

- Occupational Therapy.
- Physiotherapy

5.12 Evaluating the effectiveness of SEN provision

We have an on-going cycle of reviewing what and how we teach and the different opportunities we offer children. As part of this review we are able to evaluate how successful our provision is and the impact it is having on children's learning. Through our continuous assessment in the different areas of learning, we are able to judge the progress a child is making and thus make specific judgements about how effective provision is that is offered to each individual child. The progress made by a child is closely monitored by the class teacher and staff who work with the child and the school's Inclusion Leader/Special Educational Needs Co-ordinator. Where a child is not making good progress towards Next Steps and targets further support and different strategies are put in place, in discussion with parents.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing children's individual progress towards their goals each term
- Reviewing Learning Plans with parents

- Mid year and annual reports to parents
- Reviewing the impact of interventions regularly
- Using child questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Additional informal/formal meetings and discussions

5.13 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are supported to take part in all Educational Visits.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is excluded from taking part in these activities because of their SEN or disability.

5.14 Support for improving emotional and social development

A high emphasis is placed on children's social and emotional development. All staff seek to improve children's social and emotional development across the curriculum, offering additional support to any children who require this. This may be in the form of specific one to one support or within a group focusing on particular area, such as social skills. On occasions, external expertise may be sought. Time is always given to children to talk to adults, as needed in a variety of situations.

Children with SEN are supported and encouraged to take part in wider curriculum activities to support with team work, confidence building and development of friendships.

All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. Additional funding may be requested from the Local Authority to provide staffing for children with high level needs.

All children are encouraged to take part in sports day, school plays, special workshops, etc. No pupil is excluded from taking part in these activities because of their SEN or disability.

We provide support for pupils to improve their emotional and social development in the following ways:

- Children with SEN are encouraged to be part of the School Council and the Eco Warriors
- Children with SEN are also encouraged to be part of out of school clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.15 Working with other agencies

Involvement of outside agencies is always done following close liaison with parents. We work with a range of specialist practitioners including Cambridgeshire Specialist Teaching Team, Speech and Language Therapists, Paediatricians, Family Doctors, Family Workers, Occupational Therapists, Educational Psychologists, Mental Health and others.

We have close links with a wide range of local providers and always seek to involve other specialists to ensure the best possible support for our children.

5.16 Contact details for raising concerns

If you have concerns about provision (including SEN) for your child then please contact your child's class teacher in the first instance.

If required you may speak to the year group leader:

- Nursery: Mrs Karen Hurrell
- Reception: Mrs Karen Hurrell
- Year 1: Miss Emily Dodson
- Year 2: Mrs Claire Boyce

The SENCo can be contacted via the school office or by e mail

- khurrell@crosshallinfant.co.uk

If you wish to speak to the Headteacher or Assistant Headteacher then please make an appointment via the school office: 01480 475980/
info@crosshallinfant.co.uk

5.17 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo/Headteacher in the first instance. They will then be referred to the and the school's complaints policy.

We encourage all parents to come in and share any concerns at the earliest opportunity via the class teacher. The school has a Complaints Policy which is available on the school's website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.18 Contact details of support services for parents of children with SEN

The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special educational needs (SEN) or a disability or who have concerns they may have special educational needs.

Support groups for parents are provided by PinPoint

<https://www.pinpoint-cambs.org.uk/>

5.19 The local authority local offer

Cambridgeshire Local Authority has published a Local Offer of services available in Cambridgeshire for children and young people (aged 0-25) who have special educational needs and or disabilities.

The local offer information is available via:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

6. Monitoring Arrangements

This policy and information report will be reviewed by the SENCo every year and by the Governing Body.

7. Links with other policies and documents

This policy links to our policies on:

- Anti-bullying policy
- Assessment policy
- Behaviour and Discipline policy
- Complaints procedure
- Equal Opportunities policy (children)
- Equality and Diversity policy
- Inclusion policy
- Intimate care policy
- Teaching and learning policy
- Accessibility plan

Approved: April 2025

Next Review Due: April 2026